DOCUMENT RESUME

ED 208 912 JC 810 599

AUTHOR Pankanin, Jeanne; Lucas, John A.
TITLE Follow-Up Survey of Former Students Who Where Active in Major Student Organizations while at Harper College. Volume 11, Number 10.
INSTITUTION William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE 30 Apr 81
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Educational Attainment; Employment Patterns; *Extracurricular Activities; Followup Studies; Graduate Surveys; *Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students

ABSTRACT

In fall 1980, a survey was conducted at William Rainey Harper College (WRHC) to assess the impact of participation in major student activities on participants. All students who had ever participated in the Student Senate, campus radio station, school publications, the Program Board, studio theater, or speech team or had won a student award were included in the survey population. Of the 157 students surveyed, 55.7% responded to a questionnaire soliciting information on major influence on their campus participation; evaluation of several aspects of the student organization they were involved in; suggestions for improvement; major perceived skills or benefits gained; influence of participation on job, social life, etc.; and present employment or educational status. In addition to the survey data, other scholastic and demographic information was collected on these students. The survey revealed that students in the study population had comparable grade point averages, but persisted longer than non-involved students. After leaving WRHC, the employment and college attendance patterns of the respondents were much the same as other WRHC students; however their interest patterns varied, with greater emphases evident on social sciences, the arts, and communications. The largest group of respondents joined the organizations on their own and reported experiencing a great deal of benefit. The study report provides data tables and the questionnaire. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2089912

FOLLOW-UP SURVEY OF FORMER STUDENTS WHO WERE ACTIVE IN MAJOR STUDENT ORGANIZATIONS WHILE AT HARPER COLLEGE

Jeanne Pankanin
Director
Student Activities

John A. Lucas
Director
Office of Planning and Research

WILLIAM RAINEY HARPER COLLEGE

Volume XI, No. 10

April 30, 1981

JC 810 599

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP STUDENTS WHO PARTICIPATED IN MAJOR STUDENT ACTIVITIES WHILE AT HARPER AND ASSESS THE IMPACT THESE ACTIVITIES MADE. ALL STUDENTS WHO HAD EVER PARTICIPATED FROM THE BEGINNING OF HARPER THROUGH 1980 IN SEVEN SELECT MAJOR STUDENT ACTIVITIES AND WHO HAD ALSO WON A STUDENT AWARD WERE INCLUDED IN THE STUDY. DATA WAS GATHERED ABOUT THEIR ACTIVITIES AND THEIR ACADEMIC PERFORMANCE AT HARPER. A SURVEY WAS DEVELOPED TO DETERMINE THEIR PRESENT LIFE SITUATION AND TO DETERMINE THE IMPACT STUDENT ACTIVITIES HAD MADE ON THEIR LIVES. AFTER TWO MAILINGS AND A TELEPHONE FOLLOW-UP A 56 PERCENT RESPONSE RATE WAS OBTAINED.

RESULTS OF THE STUDY SHOWED THAT STUDENTS IN THE STUDY POPULATION WERE ACTIVE IN NINE DIFFERENT MAJOR STUDENT ORGANIZATIONS WHILE AT HARPER, WITH THE LARGEST PARTICIPATION ON THE STUDENT SENATE. THEIR GRADE PERFORMANCE WHILE AT HARPER WAS ABOUT THE SAME AS COMPARABLE STUDENTS, BUT THESE ACTIVE STUDENTS PERSISTED FAR LONGER. THEY ACCUMULATED MORE CREDIT HOURS AND WERE MORE LIKELY TO GRADUATE THAN WERE OTHER FULL-TIME STUDENTS. THESE ACTIVE STUDENTS IN THE STUDY WERE FOR THE MOST PART TRADITIONAL STUDENTS AS THEY WERE PREDOMINATELY YOUNG FULL-TIME LIBERAL ARTS STUDENTS.

AFTER LEAVING HARPER, THE EMPLOYMENT AND COLLEGE ATTENDANCE PATTERNS OF THESE STUDENTS IN THE STUDY POPULATION WERE ABOUT THE SAME AS THOSE OF OTHER HARPER ALUMNI. HOWEVER, THE INTEREST PATTERNS OF THE TARGET STUDENTS DIFFERED AS THEY WERE MORE APT TO MAJOR IN SOCIAL SCIENCES, THE ARTS, COMMUNICATIONS, AND JOURNALISM AND LESS LIKELY TO MAJOR IN BUSINESS, EDUCATION, AND SCIENCE.

BY FAR THE LARGEST SINGLE GROUP OF THE TARGET POPULATION REPORTED THEY JOINED THEIR STUDENT ORGANIZATIONS ENTIRELY ON THEIR OWN INITIATIVE WITH NO OUTSIDE HELP. MOST STUDENTS REPORTED RECEIVING A GREAT DEAL OF BENEFIT FROM THEIR STUDENT ORGANIZATION EXPERIENCE AT HARPER. THEY REPORTED BENEFITING FROM THE OPPORTUNITY TO DEVELOP AS INDIVIDUALS AND WERE ABLE TO BRING AWAY A NUMBER OF SPECIFIC SKILLS WHICH CONTINUE TO HELP THEM IN THEIR PRESENT LIFE SITUATIONS.

TABLE OF CONTENTS

I. Purpose..... 1

II. Population Surveyed..... 1

III. Method..... 1

IV. Discussion of Results..... 2

V. Major Conclusions..... 3

VI. Detailed Results

A. Major Factor Responsible for Student Being Active in Student Organizations at Harper..... 6

B. Effectiveness of The Organization to Which The Student Belonged..... 7

C. Suggestions for Improvement for The Organizations in Which These Students Participated..... 7

D. Resource Suggestions..... 7

E. Organization and Guideline Suggestions..... 9

F. Advisor Suggestions.....10

G. Outreach Suggestions.....10

H. No Suggestions for Improvement.....11

I. Student Participant Suggestions.....11

J. College Environment Suggestions.....12

K. Inservice Training Suggestions.....12

L. Extent to Which Students Brought Away Skills and Benefits From Their Involvement in Student Organizations at Harper College.....13

M. Extent to Which Students Were Helped in Certain Life Areas by Their Involvement in Student Organizations at Harper College.....14

N. Present Status of Former Students Involved in Major Activities While at Harper College.....14

O. Summary of Present Status.....15

P. College Work Taken Since Leaving Harper.....15

Q. Level of Employment for Those Employed Full Time.....15

R. Job Titles for Former Students Employed Full Time.....16

S. Major Field of Former Students Who Have Taken Additional Courses at Another College Since Leaving Harper But Have Achieved Less Than a Bachelor's Degree.....19

T. Colleges Attended by Former Students Who Have Taken Additional Courses at Another College Since Leaving Harper But Have Achieved Less Than a Bachelor's Degree.....20

U. Major Field of Former Students Who Have Achieved a Bachelor's Degree at Another College Since Leaving Harper.....21

V. Colleges Attended by Former Students Who Have Achieved a Bachelor's Degree at Another College Since Leaving Harper.....22

W. Major Field of Former Students Who Have Achieved an Advanced Degree at Another College Since Leaving Harper.....23

X. Colleges Attended by Former Students Who Have Achieved an Advanced Degree at Another College Since Leaving Harper.....23

Y. Advanced Degrees Obtained at Other Colleges by Former Students After Leaving Harper.....23

Z. Additional Information on Students

1. Distribution of Involvement.....24
2. Distribution Summary of Student Involvement in Major Organizations.....25
3. Full-Time or Part-Time First Semester Attended Excluding Summer.....25
4. Distribution of GPA Earned at Harper.....25
5. Distribution of Credit Hours Earned.....26
6. Distribution of Last Semester Attended.....26
7. Distribution of Major Field.....27
8. Distribution of Age First Semester Attended.....28
9. Distribution of High School Attended.....28

VII. Appendix.....29

Purpose

The purpose of this study was to follow up students who participated in major student activities while at Harper. The results of the study would help assess the impact student activities make on participants. The study was requested by the Student Activities office as one element in an effort to evaluate the entire student activities program.

Population Surveyed

All students who had ever participated from the beginning of Harper through 1980 in the Student Senate, radio station WHCM, the Harbinger, Point of View, the Program Board, Studio theater, or the Speech team and who had also won a student award were included in the survey population. These awards included listing in Who's Who, student service grant tuition rebates, and special recognition given at the student awards banquet. After appropriate follow-up procedures were completed, the resulting response rate was:

	N	PCT
Mail responses received	157	28.7
Responses received by telephone	148	27.0
Subtotal responses	305	55.7
Mail returned non-forwardable	125	22.8
Refused to answer	5	.9
Unable to reach by telephone	113	20.6
Subtotal non-responses	243	44.3
Total survey population	548	100.0

A 56 percent response rate is very satisfactory considering that these students have been gone from Harper an average of four years.

Method

The survey instrument shown in the appendix was developed jointly by the offices of Student Activities and Planning and Institutional Research. This survey instrument was then mailed to the target population along with an enclosed stamped addressed return envelope. After three weeks a second survey form was mailed to the non-responders. After another three weeks those still not responding were called and the information needed was gathered over the telephone.

In addition to the survey data, additional information was gathered on these students. Student activity involvement information was obtained from the Student Activities office. Data such as GPA, credit hours passed, graduation status, dates of attendance, major field of study, age and high school attended were obtained from student records.

Discussion of Results

The target population consisted chiefly of traditional young full-time students. The average age was 19; 73 percent were 18 or younger when they first entered Harper and 73 percent started as full-time students. These students were most apt to major in Liberal Arts, Business and General Studies. There was also a substantial number majoring in Journalism as might be expected with many of the major activities involving writing skills. The largest portion of students (29 percent) were members of the Student Senate. Another 18 percent served on the WHCM student radio staff while 17 percent worked on the Harbinger and 14 percent were on the Speech team. Other major activities in which this target population participated were the Program Board, the studio theater, Point of View, the Halycon and the Harper Players.

These active students attended Harper at various times in its history, but the majority of the target population have attended Harper in recent years. Only 37 percent of this group left Harper before 1976 and 23 percent were still enrolled at Harper in 1980. These students came from a variety of high schools, but Fremd and Arlington Heights seem to produce the largest numbers of these active students. While this target population achieved a GPA similar to the general population of full-time students, these active students tended to persist much longer at Harper. The students in this study averaged a 2.54 GPA as compared to about 2.59 for the general population of full-time students. However, in terms of persistance 60 percent of this group accumulated at least 48 credit hours while only 40 percent of all full-time students ever accumulate 48 credit hours. Moreover, 44 percent of the target students have achieved an associate degree and 23 percent are still enrolled at Harper. In contrast in the general population of full-time students about 37 percent eventually achieve an associate degree at Harper.

Results of the follow-up survey revealed the students' present employment status and educational achievement since leaving Harper. However, the most important part of the survey revealed why these students joined the various student organizations at Harper and what lasting impact participation in these organizations has had on their lives.

The follow-up shows that 66 percent of these students are now employed full time while 21 percent are enrolled in college full time and another 14 percent are enrolled in college part time. Another 8½ percent are unemployed and not enrolled in college. Since leaving Harper 72 percent have taken some additional course work at another college and 30 percent have achieved a bachelor's degree or higher. Among those employed full time, three-fourths are working at a beginning professional level or higher. All these results are very similar to long term follow-up studies of Harper alumni.

Interest patterns of these active students are different from those of the general alumni population. For example, among students who have transferred to other colleges, this study population was much more likely to major in the Social Sciences, Communications, the Arts and Journalism and less likely to major in Business, Education and Science than alumni in general.

When students were asked what motivated them to join the student organizations they did, the largest group (40 percent) reported they self-initiated the process of membership with no outside help. Other motivations reported were; another student interested them (18 percent); they belonged to a similar organization in high school (14 percent); they were exposed to the organizations' projects;and faculty or staff interested them (8 percent).

To evaluate the impact of participating in major student activities, the target population was asked several questions. First, they were asked to rate the effectiveness of various aspects of the organizations in which they were involved. They rated the opportunity for individual development as the most effective aspect. Also rated as effective were advisory and student leadership. Resources available to and guidelines provided for the organizations were judged to be less than effective. Most of the suggestions for improvement centered around lack of resources and need for more staff and opportunities. A fair number of suggestions were made about the guidelines and organizational structure,stressing the need for more student control and awareness of what was going on in the organization. A few suggestions were made about improving the leadership.

The second area of evaluation explored the most important skills students brought away from their major student activity experience at Harper. More than 60 percent said they received a great deal of benefit from gains in human relation skills and self-confidence. Furthermore, over half of the students reported receiving a great deal of benefit in the areas of self-esteem, motivation, organizational skills, personal friends, leadership skills, decision making ability, broadened life perspectives and speaking skills.

Finally, students were asked to evaluate how their experience in student activities had benefited them in their present life situation. More than 41 percent said they received a great deal of benefit for their present social life and job situation. In addition, 38 percent reported receiving a great deal of benefit in their present college setting,both in academics and in extracurricular activities.

Major Conclusions

Students in the study population were active in nine different major student organizations while at Harper, with the largest participation on the Student Senate. Their grade performance while at Harper was about the same as comparable students, but these active students persisted far longer. They accumulated more credit hours and were more likely to graduate than were other full-time students. These active students in the study were for the most part traditional students as they were predominately young full-time Liberal Arts students.

After leaving Harper, the employment and college attendance patterns of these students in the study population were about the same as those of other Harper alumni. However, the interest patterns of the target students differed as they were more apt to major in Social Sciences, the Arts, Communications and Journalism and less likely to major in Business, Education and Science.

By far the largest single group of the target population reported they joined their student organizations entirely on their own initiative with no outside help. Most students reported receiving a great deal of benefit from their student organization experience at Harper. They reported benefiting from the opportunity to develop as individuals and were able to bring away a number of specific skills which continue to help them in their present life situation.

DETAILED RESULTS

FOLLOW-UP SURVEY OF FORMER STUDENTS WHO WERE ACTIVE IN MAJOR STUDENT ORGANIZATIONS WHILE AT HARPER COLLEGE

Major Factor Responsible for Student Being Active in Student Organizations at Harper

	N	PCT
Was just interested and made self-initiated approach to organization	120.83	40.1
While at Harper another student interested this student in the organization	53.17	17.7
Was in a similar organization in high school and so sought out this organization when at Harper	40.83	13.6
While at Harper was exposed to organization's projects and thus became interested	28.67	9.5
While at Harper a faculty or staff member got student interested in organization	24.0	8.0
Student became interested through announcements in Harbinger, WHCM, posters, etc.	12.0	4.0
Someone approached student in high school about participating in student organization at Harper	9.0	3.0
Organization's activity parallels student's major area of study and job interests	4.5	1.5
Was elected to position	4.0	1.3
Learned about organization during student orientation	2.0	.7
Learned about organization in student handbook	1.0	.3
Side benefits of organization attracted student	1.0	.3
Total	301	100.0

Effectiveness of The Organization to Which The Student Belonged

Area of Evaluation	Number of Evaluations	PCT Rating it as Very Effective	PCT Rating it as Ineffective	Average Index* of Effectiveness
Opportunity for student participants to develop individually	298	59.1	3.0	+1.44
Advisor's leadership	300	43.0	6.3	+1.14
Student leadership	302	38.4	3.6	+1.13
Resources (budget, facilities, equipment, etc.)	300	25.3	7.0	+.93
Organization's guidelines and policies	295	16.9	4.4	+.87

* Index rating scale 2 = very effective; 1 = effective; 0 = difficult to give an opinion and marginal; -1 = ineffective

Suggestions for Improvement for The Organizations in Which These Students Participated

	N
Resources	25
Organization and guidelines	13
Advisor	10
Outreach	7
No suggestions for improvement	5
Student participants	5
College environment	4
Inservice training	2

Resource Suggestions

More ability to enter tournaments in local and distant schools. More help for teachers in practice.

Speech team needs a full-time involved coach, someone who wants to go to tournaments. Point of View needs an advisor who can teach the student editors how to do their jobs, since odds are they've never done it before. Theatre is stable.

Speech team needs more tournaments.

Resource Suggestions (continued)

It is hard for me to comment, since I was involved in 1970-71. Everyone worked together with whatever we could get hold of. The budget was very tight.

Reinstallation of UPI machine. Develop news department. Increase budget to cover new policy of record companies charging small stations for record service.

I participated mainly in theatre and in the musical organizations. I think that these are the finest groups on campus, especially theatre. Unfortunately they haven't a good place in which to perform. The "J" building lecture hall which is a great improvement over the television studio, or the lounge in "A" building, still present problems in acoustics and greatly limit set design in theater production.

The Harbinger is in desperate need of more adequate equipment. They need more and better typewriters, more sophisticated facilities for laying out the newspaper, not scissors and glue. The office needs a hot wax machine to do layouts, and more space. After working on the paper for 2½ years, I feel that I had considerable time to notice what we are lacking there.

A chance to travel to conventions as other groups were able to do. Not to isolate themselves from the students. To get away from the "us vs. them" syndrome.

Better sound system would have greatly improved the station's effectiveness in making announcements etc.

Increase budget for better equipment. Ask business leaders to lend their time and to share practical working knowledge.

While working in the radio station we proposed going FM. I still believe this could provide a tremendous lift for both the college and surrounding communities.

Try to obtain more and better equipment.

Better facilities.

Build and equip theatre building.

Expansion of service area, possibly to outside of campus - WHCM radio.

More travel money for Senate members, so they can see how other community colleges solve problems that Harper might have.

They could use more money and publicity on the Harbinger.

While funding was received from Harper, additional funding would have made it more effective, gotten more students involved and added quality. Additional funding in some areas like lectures and concerts would give the students something to feel part of and proud of. I think many students are rather apathetic, because there aren't enough activities that make them feel a part of something, namely Harper. The school is competing with Chicago and the Northwest suburban area which offer a great deal of quality entertainment and activities, and as such must have the resources to present quality activity if they are to compete with them and receive recognition.

Resource Suggestions (continued)

I would like to see the radio station on the air with an increased budget. This could give vital experience in advertising and broadcast engineering.

WHCM should start broadcasting over the air.

The only suggestion I have is in regard to the money allotted for meals while on a trip for the Speech team. I think more money should be allotted. Most of us brought extra money so we wouldn't have to eat at fast food places all the time. Occasionally, with our own money we could have a decent meal.

Improvement at WHCM lies in the acquisition of an FCC license and a transmitter. We would get on the air forcing us to be more professional. We also must screen DJ applicants more carefully.

More enticement for student participation. Students would be more willing to join and work for the Harbinger if they were paid or received some other type of benefit such as trips or other rewards. This should be for all staff members, not just editors.

The radio station should go on the air. At least across campus, short range. Harbinger was excellent.

More money was needed at the time I was at WHCM 1971-72. Equipment was badly in need of repair. Very poor leadership from advisor. Little support from college on our request to go FM.

Organization and Guideline Suggestions

Have guidelines printed so one knows what is expected of the organization.

Give students more control over those things which affect only the students. Impose more stringent academic requirements for everything. It's so easy it loses meaning.

When I was a Student Senator I felt the student organization was very effective; however, it should have more input into Board of Trustees and President of the college.

Forcing improved student-leader relationships in order to generate increased awareness of the organization's role.

I can't think of any suggestions, except in remembering that the Peer Counselors were not counselors at all. That disappointed me. I was denied work with them, because I was overqualified. Have someone investigate the Peer Counseling department at Arlington High School. It is much more meaningful.

Less strict guidelines and less college interference.

Get an effective constitution.

Harbinger reporters should have more of a chance to report on a variety of stories.

During the time I was involved the Student Senate had very little influence on pressing matters at Harper. Students should have more influence in administrative matters.

All clubs and organizations should work as a whole. More projects and events where all clubs and organizations are involved.

Organization and Guideline Suggestions (continued)

I don't know the current status of WHCM, but while I was there it went through several reorganizations, started from within. This was the result of changes in leadership. Perhaps it was better that way, but the station changed its operations and policies every 4 months. An override policy might alleviate that.

More attention should be given to the necessary skills instead of rules. Instructors and advisors too often act as if their particular organization is the only one that is important, forcing the student to make an unpleasant and generally unnecessary choice.

More student gripe sessions arbitrated by the student government group, ie. other students would bring up issues and vote on the important ones.

Advisor Suggestions

Unprepared faculty advisor was the worst deterrent to accomplishing anything useful.

I felt constructive criticism was lacking in my experience. There was a great deal of support for the activity, but I feel the staff has a great deal of experience that was not passed on as it may have been.

For the magazine and paper it would be helpful to have a little professional insight without censure.

The faculty advisor was not effective at that time, seven years ago.

Harbinger needs closer ties with a faculty advisor.

The Harbinger needs a strong advisor, one who is very familiar with the journalistic aspects. Also one from the Business department to advise on the business dealings involving the newspaper.

I was pleased with all aspects of the program, except I felt more need for faculty participation and guidance.

A more liberal outlook from the faculty and to more student reliance on the teacher who is in charge.

My suggestion is never have a member of the faculty or Board as an advisor. If one is needed, seek one from an outside publication, such as a local newspaper.

More professional guidance needed within the field the organization pertains to.

Outreach Suggestions

The Harbinger needs more student acceptance to attract more students to the paper. The more people working for the paper the more effective it could be.

Hold a symposium of all activities at each high school so students are familiar before they come to Harper and this might arouse interest.

Outreach Suggestions (continued)

Student Activities Office needs to talk more about the organization. A lot of people don't know there is a student program for activities in which they can participate. Make sure everyone is welcome and don't put pressure on each student. There will be students who won't want to give full devotion and others will want to give their help on activities.

Harper carries a high school attitude stigma. Communications to high schools explaining the need for student organizations is necessary. Explaining the need for involvement will enhance and increase participation.

Have better participation. Have a booklet with all organizations and positions available with a short description of duties and functions. Have a day when students can visit club tables in the main lounge with people from each club or organization. My student organization experience has helped me in the real world more than any one class I have ever taken. Why not offer a college credit or two for active involvement in a student organization. It would be an easy or fun credit, but the learning experience would be real and very valuable to someone who might not explore this avenue if it weren't for the credit.

New ideas for student recruitment for the Harbinger should be developed with the help of faculty members.

Try to get as many people aware and interested in the organizations as possible.

No Suggestions for Improvement

The advisor, Fred Waters, was excellent. He was in tune to the thoughts and behavior patterns of both students and members of the Program Board.

The Harbinger is an excellent experience for personal growth and professional guidance.

Basically our club was geared to raise money for our graduation. It would not be practical for our group to do too much else on campus other than participate in areas to raise cash for graduation.

It has been 10 years since I left Harper and therefore, it is somewhat difficult to remember my involvement in the student organizations as well as to evaluate effectively.

As a whole I feel they are run excellently which I believe to be from the help and encouragement of Jeanne, Fred, and Diane.

Student Participant Suggestions

I was on the Harbinger as an editorial cartoonist. I worked only with the editor who was an older woman, so it was easy. Before her a student was in charge and from my undergraduate as well as graduate school experience, students are a bitch to work under.

I worked for the Harbinger and it should have been more professional. We had a great time, but all the work was put on a few people.

Be less of a "clique".

Student Participant Suggestions (continued)

More student initiative.

The Student Senate could be more effective if there were greater interaction of student members and the student body, especially in the Senators' individual departments.

College Environment Suggestions

Less flack from the Engineering department would have been appreciated. If I remember correctly they had their own radio club and were always challenging our right to transmit.

All administrators should cooperate with and in student projects.

More independence from administration. Greater willingness to break away from tradition and try new ideas and projects. Less holier-than-thou attitude.

Better security; I worked at WHCM and records were often missing.

Inservice Training Suggestions

I worked as a photographer for the Harbinger. I taught 2 photo editors how to process film prints. I suggest someone make sure things are running smoothly at the beginning of each term so there is not some clown who doesn't know anything about it running the show.

Program Board should continue student leadership and have learning workshops. They were very beneficial.

Extent to Which Students Brought Away Skills and Benefits
From Their Involvement in Student Organizations at Harper College

Skill or Benefit Area	Number Responding	Percent Receiving a Great Deal of Benefit	Average Benefit Index* Rating
Human relationship skills	303	63.7	1.58
Self-confidence	303	62.7	1.56
Self-esteem	305	56.7	1.51
Motivation	301	57.1	1.49
Organizational skills	304	52.3	1.43
Personal friends	303	55.5	1.41
Leadership skills	302	53.6	1.41
Decision making ability	304	50.3	1.41
Broadened life perspective	302	51.7	1.37
Speaking skills	305	51.2	1.30
Personal contacts	303	42.6	1.26
References for job/college	300	34.3	.98
Writing skills	305	31.2	.97
Business skills (finance, marketing, etc.)	304	23.7	.83

Other skills mentioned: Practical experience, knowledge of schools, experience in concert production, band skills, knowledge in chosen field and art experiences.

*Benefit rating index: 2 = received a great deal of benefit, 1 = benefited somewhat, 0 = activity had minimal impact in this area.

Extent to Which Students Were Helped in Certain Life Areas by Their Involvement in Student Organizations at Harper College

Life Area	Number Responding	Percent Receiving a Great Deal of Benefit	Average Benefit Index* Rating
Social life	257	41.6	1.27
Job	209	41.6	1.27
Present college academic life	169	38.5	1.17
Present college extra-curricular activities	121	38.0	1.10
Family life	201	23.9	.96
Volunteer community activities	173	23.7	.91

Other life area benefits: Music criticism, general view of life, awareness of inner activity of an organization, former student's future, dealing with others in business format, communication and identifying with people.

*Benefit rating index: 2 = received a great deal of benefit, 1 = benefited somewhat, 0 = activity had minimal impact in this area.

Present Status of Former Students Involved in Major Activities While at Harper College

	N	PCT
Employed full time and not enrolled in college	165	54.1
Employed full time and enrolled in college part time	32	10.5
Employed full time and enrolled in college full time	4	1.3
Enrolled in college full time and employed part time	37	12.1
Enrolled in college full time and not employed	24	7.9
Employed part time and enrolled in college part time	10	3.3
Employed part time and not enrolled in college	5	1.6
Enrolled in college part time and not employed	2	.7
Armed services	0	0
Seeking employment and not enrolled in college	11	3.6
Married not seeking employment and not enrolled in college	14	4.6
Not seeking employment and not enrolled in college for other reasons	1	.3
Total	305	100.0

Summary of Present Status	N	PCT
Total employed full time	201	65.9
Total enrolled in college full time	65	21.3
Total enrolled in college part time	44	14.4
Total unemployed and not enrolled in college	26	8.5

College Work Taken Since Leaving Harper	N	PCT
Have taken no college work since leaving Harper	83	27.9
Have taken some college classes since leaving Harper	125	41.9
Have achieved a bachelor's degree	76	25.5
Have achieved a master's degree, professional degree or higher	14	4.7
Total	298	100.0

Level of Employment for Those Employed Full Time

Status Rating	Status Description	N	PCT
1	Unskilled labor	5	3.6
2	Semi-skilled labor - clerical	7	5.0
3	Skilled labor - technician foreman	24	17.1
4	Beginning professional, para-professional	66	47.2
5	Experienced professional - 2nd line supervision	22	15.7
6	Researcher or middle management	15	10.7
7	Vice president or higher	1	.7
Total		140	100.0

Average status rating: 4.01

Job Titles for Former Students Employed Full Time

Professional - 32

	N
Teacher	6
Accountant	3
Savings counselor	2
Market research analyst	1
Production planner	1
Attorney	1
Electrical engineer	1
Communication officer - police	1
Unit librarian	1
Foreign service officer	1
Independent data processing consultant	1
Educational program director	1
Youth minister	1
Technical director	1
Professional consultant	1
Special agent railroad	1
Governor's aide	1
Mission staff	1
Insurance consultant	1
Speech therapist	1
Account executive	1
Book fashion models	1
Optician designer	1
Internal auditor	1

Management - 35

	N
Self-employed	7
Assistant manager	4
Retail manager	4
Food service - restaurant manager	3
Supervisor	3
Manager trainee	2
Merchandise manager	2
Production manager	2
Security manager	2
Pit boss - casino	1
Night crew chief	1
Administrator	1
Safety director	1
Vice president	1
Customer support manager	1

Job Titles for Former Students Employed Full Time (continued)

Artist - 9

	N
Interior designer	2
Radio broadcaster	1
Designer	1
Graphic design	1
Producer/composer/arranger	1
Photographer	1
Landscaping	1
Work at home in art	1

Sales - 30

	N
Sales representative	21
Sales manager	6
Travel agency representative	1
Manufacturer's representative	1
Reservations sales agent	1

Paraprofessional - 22

	N
Copywriter	3
Computer programmer	3
Secretary	3
Paralegal	2
Registered nurse	2
Police officer	2
Reporter	1
Dental hygienist	1
Registered respiratory therapist	1
Customer relations	1
Cinema inspector	1
Fireman	1
Data base analyst	1

Job Titles for Former Students Employed Full Time (continued)

Technician - 15

	N
Computer operator	6
Laboratory technician	2
Chemical research technician	1
Microfilm camera operator	1
Service technician	1
Communication technician	1
Industrial designer writer/producer	1
Medical technician	1
Film camera man	1

Trades - 6

	N
Draftsman	1
Plumber	1
Radio	1
Bowling machine mechanic	1
Tailor	1
Electrician	1

Clerical, Semiskilled and Unskilled - 12

	N
Clerk	2
Credit clerk	1
Phone clerk	1
Shipping and receiving clerk	1
Bank teller	1
Dockhand	1
Clerk mail carrier	1
Railroad switchman	1
Babysitter	1
Housekeeper	1
Dining service	1

Major Field of Former Students Who Have Taken Additional Courses at Another College Since Leaving Harper But Have Achieved Less Than a Bachelor's Degree

Major Area of Study	N	PCT
Business	22½	18.7
Social Sciences	14	11.7
Communications	11 5/6	9.9
Arts	11	9.2
Perfcrming Arts	8 1/3	6.9
Health areas	8	6.7
Journalism	7 5/6	6.5
Data Processing	7	5.8
Liberal Arts	7	5.8
Natural Sciences	5½	4.6
Education	4½	3.8
Architecture and Engineering	4	3.3
Technologies	2½	2.1
Office related	2	1.7
Mathematics	2	1.7
Food Service	1	.8
Physical Education and Recreation	1	.8
Total	120	100.0

Colleges Attended by Former Students Who Have Taken Additional Courses at Another College Since Leaving Harper But Have Achieved Less Than a Bachelor's Degree

College	N	PCT
Northern Illinois	18	19.7
Illinois State	8	8.8
University of Illinois - Champaign	7	7.7
Northeastern Illinois	6	6.6
Southern Illinois	5	5.5
College of Lake County	5	5.5
Loyola	4	4.4
Roosevelt	3	3.3
Triton	3	3.3
Columbia	3	3.3
University of Illinois Circle	2	2.2
Mundelein	2	2.2
DePaul	2	2.2
Elmhurst	2	2.2
Western Illinois	2	2.2
National College of Education	2	2.2
Northern Arizona	1	1.1
Millikin	1	1.1
St. Louis University	1	1.1
Carthage	1	1.1
University of Wisconsin - Stevens Point	1	1.1
Ball State	1	1.1
Eastern Illinois	1	1.1
Northwestern	1	1.1
Arizona State	1	1.1
Truman Community College	1	1.1
St. Francis Hospital - Peoria	1	1.1
Youngstown State University	1	1.1
University of Illinois Medical School	1	1.1
Art Institute of Chicago	1	1.1
Elgin Community College	1	1.1
University of Wisconsin - Madison	1	1.1
Arizona	1	1.1
Total	91	100.0

Major Field of Former Students Who Have Achieved a Bachelor's Degree at Another College Since Leaving Harper

Major Area of Study	N	PCT
Business	14½	19.4
Social Sciences	13	17.3
Communications	9½	12.7
Arts	7½	10.0
Education	7½	10.0
Journalism	6	8.0
Law related	6	8.0
Liberal Arts	4	5.3
Natural Sciences	2½	3.3
Physical Education and Recreation	2	2.7
Health related areas	1½	2.0
Agriculture related	1	1.3
Total	75	100.0

Colleges Attended by Former Students Who Have Achieved a Bachelor's Degree at Another College Since Leaving Harper

College	N	PCT
Northern Illinois	18	25.4
University of Illinois	7	9.9
Western Illinois	6	8.5
Southern Illinois	5	7.1
Illinois State	5	7.1
University of Illinois Circle	3	4.2
Northeastern Illinois	3	4.2
Loyola	3	4.2
Lewis University	2	2.8
Carthage	1	1.4
University of Wisconsin - Madison	1	1.4
Arizona State	1	1.4
University of Wisconsin - Ea Claire	1	1.4
North Park	1	1.4
Chicago Kent Law School	1	1.4
Elmhurst	1	1.4
University of Wisconsin - Stevens Point	1	1.4
Roosevelt	1	1.4
Eastern Illinois	1	1.4
DePaul	1	1.4
Harrington Institute of Interior Design	1	1.4
John Marshall Law School	1	1.4
Northland College - Wisconsin	1	1.4
DeLourdes College	1	1.4
University of Iowa	1	1.4
Milton	1	1.4
Northwestern	1	1.4
University of Missouri	1	1.4
Total	71	100.0

Additional Information on Students

Distribution of Involvement

	N	PCT
Student Senate	76	24.9
WHCM	49	16.1
Harbinger	45	14.8
Speech team	33	10.8
Program Board	22	7.2
Point of View	16	5.2
Studio theater	16	5.2
Halycon	13	4.3
Harper Players	8	2.6
Studio theater and speech team	6	2.0
Halycon and Student Senate	3	1.0
Student Senate and Program Board	3	1.0
Student Senate and Harbinger	2	.7
Student Senate and studio theater	2	.7
WHCM and Student Senate	2	.7
WHCM and studio theater	2	.7
Speech team, Harbinger and Student Senate	1	.3
WHCM and Harbinger	1	.3
WHCM and Halycon	1	.3
Harbinger and speech team	1	.3
Harbinger and Program Board	1	.3
WHCM and speech team	1	.3
Speech team and Point of View	1	.3
Total	305	100.0

Distribution Summary of Student Involvement in Major Organizations

	Percent of Students Involved in Organization
Student Senate	29.3
WHCM	18.4
Harbinger	16.7
Speech team	14.0
Program Board	8.5
Studio theater	8.6
Point of View	5.5
Halycon	5.6
Harper Players	2.6

Graduated

	N	PCT
Yes	135	44.3
No	170	55.7
Total	305	100.0

Full-Time or Part-Time First Semester Attended Excluding Summer

	N	PCT
Full-time	221	72.7
Part-time	83	27.3
Total	304	100.0

Distribution of GPA Earned at Harper

	N	PCT
4.0	6	2.0
3.8	7	2.3
3.6	24	7.9
3.4	22	7.2
3.2	24	7.9
3.0	31	10.2
2.8	24	7.9
2.6	38	12.4
2.4	24	7.9
2.2	29	9.5
2.0	19	6.2
1.8	14	4.6
1.6	7	2.3
1.4	8	2.6
1.2	7	2.3
1.0	1	.3
1.0 - less than .5	20	6.5
Total	305	100.0
Average GPA		2.54

Distribution of Credit Hours Earned

	N	PCT
60 and over	129	42.3
48 - 59	54	17.7
36 - 47	36	11.8
24 - 35	38	12.5
12 - 23	27	8.8
12 - less than	21	6.9
Total	305	100.0

Distribution of Last Semester Attended

	Spring	Summer	Fall	Total	PCT
1980	28	15	26	69	22.6
1979	22	3	11	36	11.8
1978	21	5	9	35	11.5
1977	18	4	8	30	9.8
1976	17	2	4	23	7.5
1975	11	4	9	24	7.9
1974	9	2	1	12	3.9
1973	12	1	7	20	6.6
1972	19	4	2	25	8.2
1971	13	2	6	21	6.9
1970	7	0	3	10	3.3
Total				305	100.0

Distribution of Major Field	N
Liberal Arts	97
General Studies	55
Business	31
Journalism - degree	16
Art	14
Science	8
Education	6
Fashion Design - degree	6
Criminal Justice - degree	6
Data Processing Technology - degree	6
Engineering	5
Electronics Technology - degree	5
Speech	5
Legal Technology - degree	4
Music	4
Physical Education	4
Marketing Mid-Management - degree	4
Nursing - degree	4
Interior Design - degree	3
Social Science	2
Medical Laboratory Technician	2
Accounting Aide	2
Architecture	1
Associate in Liberal Arts	1
Architectural Technology	1
Operating Room Technology	1
Veterinary Medicine	1
Food Service Management	1
Data Processing Technology	1
Legal Secretary - degree	1
Medicine	1
Chemistry	1
Dental Hygiene - degree	1
Medical Office Assistant - degree	1
Architectural Technology - degree	1
Supervisory and Administrative Management - degree	1
Mechanical Drafting	1
Mechanical Engineering - degree	1

Distribution of Age First Semester Attended

	N	PCT
15	1	.4
16	4	1.4
17	64	22.6
18	137	48.4
19	40	14.1
20	10	3.5
21	6	2.1
22	4	1.4
23	2	.7
24	3	1.1
26	1	.4
28	1	.3
29	1	.4
30	1	.3
31	1	.4
38	2	.7
39	1	.4
41	1	.3
47	1	.4
48	1	.3
56	1	.4
Total	283	100.0
No age listed	22	
Average age	19.0	

Distribution of High School Attended

	N
Fremd	22
Arlington	21
Elk Grove Village	18
Prospect	18
Conant	15
Forest View	14
Wheeling	13
Maine West	13
Palatine	12
St. Viator	10
Barrington	7
Schaumburg	7
Maine South	6
Rolling Meadows	5
Maine East	5
Sacred Heart	5
Hoffman Estates	3
Niles West	2
Hersey	2
No high school listed	107

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

September 8, 1980

Dear Alumnus:

We need your help. As Harper College grows, we are constantly assessing reasons why people do or do not attend William Rainey Harper College. Each year we evaluate the budget needed to support student activities, and we would like to have additional information provided by the students who have been involved over the years. During your time with us, you received some special recognition for your participation and leadership in a student organization. We would like you to reflect on your experience and to help us assess any lasting benefits you may have received from your involvement.

Attached is a questionnaire which will help us plan the future of student activities at Harper College. It is important for us that you complete the attached form and return it within two weeks to Dr. Jack Lucas, Director of Research, William Rainey Harper College. The information you provide will benefit the current program and will add strength to it for future students.

Thank you for your participation! We look forward to hearing from you soon.

Sincerely,

Jeanne Pankanin

Jeanne Pankanin
Director of Student Activities

JP/dw
Attachment

FOLLOW-UP SURVEY OF FORMER STUDENTS
WHO WERE ACTIVE IN MAJOR STUDENT ORGANIZATIONS
WHILE AT HARPER COLLEGE

1. What was the major factor which was most responsible for your becoming active in student organizations at Harper? Mark (✓) the most appropriate alternative

_____A. Someone approached me while I was in high school about participating in a student organization at Harper.
_____B. While at Harper another student got me interested in a student organization.
_____C. While at Harper a faculty or staff member got me interested in a student organization.
_____D. I was in a similar organization in high school and I just sought out participating in this organization when I enrolled at Harper.
_____E. I was just interested in participating in this organization and so approached them on my own.
_____F. While at Harper I was exposed to this organization's projects and became interested.
_____G. I got interested in participating from announcements in the Harbinger, WHCM, posters, or other medium.
_____H. Some other reason (specify) _____

_____

2. How would you evaluate the major student organization with which you were involved? Mark (✓) the appropriate column for each evaluation item.

Evaluation item	Very Effective	Effective	Difficult to give an Opinion	Marginal	Ineffective
Student leadership	_____	_____	_____	_____	_____
Advisor's leadership	_____	_____	_____	_____	_____
Resources (budget, facilities, equipment etc.)	_____	_____	_____	_____	_____
Organization's guidelines & policies	_____	_____	_____	_____	_____
Opportunity for student participants to develop individually	_____	_____	_____	_____	_____

List any suggestions you might have for the improvement of the major student organization in which you participated.

_____

_____

_____

_____

3. What specific skills or benefits have you brought away from your student organization experience at Harper? Mark (✓) the appropriate column for each skill or benefit.

Skill or benefit area	Received a Great Deal of Benefit	Benefited Somewhat	Activity had Minimal Impact in This Area
Leadership skills			
Human relations skills			
Organizational skills			
Writing skills			
Speaking skills			
Self-confidence			
Broadened life perspective			
Personal friends			
Business skills (finance, marketing, etc.)			
Personal contacts			
Decision making ability			
Self-esteem			
Motivation			
References for job/college			
Other specific skills (list)			
_____			
_____			
_____			

4. Has your participation in a major student organization at Harper helped you in the following areas? Mark (✓) the appropriate column for each life area

Life Area	Doesn't Apply	Received a Great Deal of Benefit	Benefited Somewhat	Activity Had Marginal Impact in This Area
My job				
My social life				
Volunteer community activities				
My present college academic life				
My present college extracurricular activities				
My family life				
Other areas (specify)				
_____				
_____				
_____				

5. What is your present status? Mark (✓) the most appropriate alternative

_____ A. Employed full time & not enrolled in college
Job Title _____
_____ B. Employed full time & enrolled in college part time
Job Title _____
_____ C. Employed full time & enrolled in college full time
Job Title _____
_____ D. Enrolled in college full time & employed part time
_____ E. Enrolled in college full time & not employed
_____ F. Employed part time & enrolled in college part time
_____ G. Employed part time & not enrolled in college
_____ H. Enrolled in college part time & not employed
_____ I. Armed services
_____ J. Seeking employment & not enrolled in college
_____ K. Married not seeking employment & not enrolled in college
_____ L. Not seeking employment & not enrolled in college for other reasons

6. What college work have you taken since leaving Harper? Mark (✓) the most appropriate alternative.

_____ A. I have taken no college course work since leaving Harper
_____ B. I have taken some college classes since leaving Harper
Major Field _____
College _____
_____ C. I have achieved a bachelor's degree
Major Field _____
College _____
_____ D. I have achieved a master's degree, professional degree or higher
Degree Achieved _____
Major Field _____
College _____

DEC 11 1981

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024